



**Division of
Academic Enhancement**
UNIVERSITY OF GEORGIA

UNIV 1103 - *Strategies and Life Skills Needed For Success*

Spring, 2018

Course Instructor Information

Instructor: Dr. Debra Alvis
Email: dalvis@uga.edu (preferred method of contact)
Departmental Phone: 706.542.7575
Office: 201 Milledge Hall
Office Hours: M, W 12:00-1:10; M 3:20- 3:45
and by appointment. For brief questions or concerns
I am available in the classroom immediately after class

Course Meeting Information

Meetings: M, W, 2:30-3:20 pm
Location: Journalism 516

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia.

The Division empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment. We are committed to students, committed to success.

Course Description

UNIV 1103 is an academic course designed to promote the development of relevant life-skills that can facilitate success in a university environment and other challenging settings beyond graduation. Topics covered include the purpose of higher education, critical and creative thinking, service-learning, career development, self-management, learning styles, effective study strategies, communication and relationships, identity development, cultural diversity, motivation, values congruency, and campus/community resources.

Through mindfulness and yogic experiences, you will learn specific approaches for managing stress and creating new neural pathways to support you in remaining relaxed, focused, and efficient during your study time. Finally, engagement with a variety of university campus activities supports academic motivation, purpose, and meaning. Some class meetings will involve guest lecturers with regularly scheduled class meetings being held in other locations. Class meetings involving guest lecturers may include for credit, in-class assignments designed to support you in integrating the course material. Other classes may involve viewing a film as a point of departure for discussion.

Learning Objectives

Upon successful completion of this course, students will be able to:

- Apply relevant life-skills needed for success in the university and life settings including health maintenance, interpersonal communication, professionalism, identity development and purpose in life.
- Demonstrate the development of skills needed for life-long learning
- Practice self-directed learning skills

Assignments and Projects

Unless otherwise specified, assignments must be typed, double-spaced using a standard font (New Times Roman, Arial) and between 10 and 12 points. **Assignments are due at the start time for class unless otherwise stated (some assignments will be included in your final portfolio).** Please place your assignments on the instructor's table or desk as you enter the classroom. **Homework assignments and in class work will not be accepted late for any reason. One drop grade is allowed for homework assignments. One drop grade is allowed for in class assignments. Major assignments will not be accepted late without consent from Dr. Alvis along with clear documentation of a rare emergency. In the case of a rare emergency, email Dr. Alvis prior to class. If the major assignment is accepted late, Dr. Alvis will establish how and when you are to turn in the assignment. Five percentage points will be deducted for any major assignment not turned in at the beginning of class on the date due and three additional point percentage points for each day thereafter. No assignment will be accepted electronically.**

Two major projects and a course portfolio will be required. Assignments must be typewritten, double spaced and stapled and/or organized in a folder as indicated on your assignment sheets. You will receive assignment sheets with further details for each of these projects.

1. CAREER EXPLORATION PROJECT Wise career choices are based on self-knowledge, experiences, and information about the job. The purpose of the assignment is to help you to gain additional information about a career that is of interest to you and to integrate that information with an awareness of your values, personality, and interests. ***More information will be forthcoming.***

2. CAREER ETHICS PROJECT & PRESENTATION The purpose of this assignment is to provide you with a critical thinking experience that will also deepen your knowledge of your intended career and the ethical dilemmas facing professionals in that area. You will share your findings in a brief paper and through a PowerPoint presentation in class. The presentation will integrate relevant video and website information. ***More information will be forthcoming.***

2. COURSE PORTFOLIO

This portfolio will consist of a purposeful collection of your work (i.e., assignments, and reflective writings) that will document your efforts as well as your progress or achievement in learning the curriculum of UNIV 1103 and a greater understanding of yourself, including personal and professional goals. ***More information will be forthcoming.***

Grading/Evaluation

Students will be evaluated in the following areas:

Grading will be based on assignments (e.g., reflective writings, text exercises, in class exercises), a brief paper, presentations, and participation. Each of you will also develop a portfolio this semester.

You will need to buy two pocket folders with brads. In one folder, you will organize your internet library project. In the second folder, you will organize your course portfolio to include reflections, assignments, and papers that have not been previously turned in. Your portfolio will be due on Tuesday, October 4th at the start time for class.

You will receive assignment sheets with further details for each of these assignments.

Grades will be determined using a point system and will be weighted as follows:

Grading

As with other courses, grades depend primarily on how well students perform on projects and other course requirements. No extra credit work will be assigned. Grades will be determined using a point system and will be weighted as follows:

| | |
|--|------------------|
| Homework, in class assignments, participation, portfolio | 300 points = 30% |
| Career Exploration Project | 200 points = 20% |
| Career Ethics Project | 300 points = 30% |
| Career Ethics Presentation | 200 points = 20% |

| Semester Grading Scale | | |
|-------------------------------|----------------|----------------|
| 1000 - 930 = A | 920 - 900 = A- | 890 - 870 = B+ |
| 860 - 830 = B | 820 - 800 = B- | 790 - 770 = C+ |
| 760 - 730 = C | 720 - 700 = C- | 690 - 600 = D |
| | <590 = F | |

Course Materials

Ginter, E.J., & Glauser, A.S. (2012). Life-skills for College: A Curriculum for Life (3th Ed.). Dubuque, IA: Kendall/Hunt.

**** Each student will need an on-line copy in order to print out required handouts and to access the text during class. .A listing of required print outs will be forthcoming. Please purchase, rather than rent, the e-textbook using the following link before Wednesday, January 17. This will allow you to complete the initial reading assignments, due on Wednesday, January 17, and to complete the first homework assignment. Details are listed on*

<https://he.kendallhunt.com/product/life-skills-college-curriculum-life>

NOTE: Please bring your e-text and syllabus to each class. This helps to build your participation grade from the first day of class!

Supplies: 3-Ring binder with pockets in which to keep course materials; a planner or phone for scheduling, recording due dates, etc.; small stapler **to carry in your backpack**; hole punch; three pocket folders with brads.

Course Policies

Attendance

Strategies and Life Skills is a highly interactive course. While it may be possible to simply borrow another student's notes in another course, to meet the goal of becoming a better learner, you must be present in class to participate in discussions, engage in activities, see strategies modeled, and get specific directions for assignments. Class attendance, punctuality, and participation are essential components of time management and strategic learning. Please arrive on time, having prepared by completing the assigned readings and homework. Arriving on time and well prepared for class provides a way for each student to contribute to the course through helping yourself and other students. Late arrivals to class interrupt both your fellow students and your professor. **Up to three absences, for any reason are allowed without penalty. Please plan well considering that you may need to use absences for an emergency or illness. The grade of any student who has more than three absences for the course will be lowered by five percentage points (equals 50 points) on the final grade. A total of five absences will result in a WP or WF (withdrawn/failing) or an additional five percentage point deduction at the instructor's discretion. All late arrivals will count as ONE HALF of an absence. A tardy is any arrival after the designated time for beginning class. Please come to class on time or early.** Students who have no absences will have five **(3)** percentage points **or thirty points** added to their final grade in the course.

Severe Weather Policy

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments

scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

Participation Policy

Students are expected to behave in a courteous, professional manner towards each other and towards the professor. Each student is responsible for contributing to a positive learning environment. Please **turn off** all electronic devices **before entering the classroom**. While in class, students are expected not to fall asleep, use laptops unless permission is given by the instructor, carry on personal conversations, read the paper, use cellular phones/text, or complete assignments other than what the class is working on. If you engage in any of these behaviors, you may be asked to leave the class and receive a 1%, or 10 point, deduction from your final grade for each incident. Engagement in the course material through participation in group activities and class discussion helps to increase retention and learning. **Participation is earned in each class period based on class behavior, engagement with the material presented in class, and preparedness for each class. Your preparation for class can be demonstrated through contributions during class discussions and having the required materials at hand (books, folders, etc.).**

Disability Statement

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.ua.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Other Division Resources

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

Course Outline:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class. Please expect additional readings and homework assignments.

| Week | General Topics | Readings & Assignments |
|-----------------------------|---|---|
| Week 1: 1.8-1.10 | Introductions/Course Overview Turning Points Exercise College Student Development Theories | |
| Week 2: 1.15-1.17 | Monday, January 15 – MLK Day, Class does not meet. Life Skills Wheel Strengths questionnaire assigned | LSC: Read Chapters 1, 2 WEDNESDAY, JANUARY 17: HOMEWORK ASSIGNMENT DUE – WORKSHEET PRINT OUTS |
| Week 3: 1.22-1.24 | Motivation/Purposeful Planning, Self-determination theory Nine Habits of Highly Effective People | LSC: Chapters 2, 3 MONDAY, JANUARY 22 HOMEWORK ASSIGNMENT DUE- STRENGTHS QUESTIONNAIRE |
| Week 4: 1.29-1.31 | Motivation/Purposeful Planning, Self-determination theory con't | Readings TBA |
| Week 5: 2.5-2.7 | Career Exploration and Development– needs and goals WEDNESDAY, FEBRUARY 7 - CAREER PRESENTATION BY UGA CAREER CENTER – INFORMATIONAL INTERVIEWING & LINKING IN WITH UGA ALUMNAE | LSC: Chapter 8 |
| Week 6: 2.12-2.14 | Career Development– con't. | Readings TBA |
| Week 7: 2.19-2.21 | Critical Thinking Applying Critical Thinking to Career Ethics | Readings TBA WEDNESDAY, FEBRUARY 21 – CAREER EXPLORATION PROJECT DUE AT START TIME FOR CLASS |

| | | |
|--------------------------------------|---|---|
| Week 8: 2.26-2.28 | Monday, February 26 Guest Presentation By Research Librarian to begin career ethics project Understanding Research Articles with Ease | Readings TBA MONDAY, FEBRUARY 26 – CLASS MEETS IN MLC 368. PLEASE BRING LAPTOP |
| Week 9: 3.5-3.7 | Managing Stress Effectively Chair Yoga | LSC: Chapter 12 WEDESDAY, MARCH 7 – CAREER ETHICS PAPER DUE |
| Spring Break 3.12-3.14 | Class does not meet! | Enjoy your break! |
| Week 10: 3.19-3.21 | Addressing Test Anxiety Building Resiliency | LSC: Chapter 13 |
| Week 11: 3.26-3.28 | Career Ethics Presentations | Readings TBA MONDAY, MARCH 26- CAREER ETHICS PRESENTATIONS DUE |
| Week 12: 4.2-4.4 | Career Ethics Presentations Working with Differences | LSC: Chapter 11 |
| Week 13 4.9-4.11 | Cultivating Leadership Skills Communicating Effectively | LSC: Chapter 10 |
| Week 14 4.16-4.18 | Creating Meaning and Purpose; Campus Resources WEDNESDAY, APRIL 18 CLASS MEETS w/ Sage Kincaid and Callan Steinman, Art Educators <ul style="list-style-type: none"> • Mindfulness and Meaning in the Arts | LSC: Chapter 14 MONDAY, APRIL 16 – COURSE PORTOLIO DUE AT START TIME FOR CLASS WEDNESDAY, APRIL 18 CLASS MEETS AT GEORGIA MUSEUM OF ART |
| Week 15: 4.23-4.25 | Conclusion <ul style="list-style-type: none"> • Course Evaluations • Putting it all together WEDNESDAY, APRIL 25 GUEST PRESENTER w/ Maureen O'Brian, Curator, Founders Garden, mindfulness and campus resources at the gardens | Readings TBA WEDNESDAY, APRIL 25 – CLASS MEETS AT THE FOUNDERS GARDEN |

Important Dates

Drop/Add: January 4-10 (Thursday, Friday and Monday-Wednesday)

Midpoint: Monday, February 26
Spring break – March 12-16
Withdrawal deadline: Monday, March 19
Last Day of Classes for the semester – Wednesday, April 25
Reading Day: Thursday, April 26